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| Stage 1 – Desired Results | |
| **Established Goals:**– *Illinois State Goal 19* - All Students will acquire movement skills and understand concepts to engage in healthy, safe football games and activities.  *20* – All students will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.  *21 –* All students will be able to develop team-building skills by working with others through physical activity.  *24* – All students will promote and enhance health and well-being through the use of effective communication and decision-making skills. | |
| **Understandings:**  *Students will understand….*   * The regulations, rules, scoring, and positions for the game of volleyball and soccer. * The proper mechanics of serving, bumping, and setting a volleyball. * The proper techniques of passing, dribbling, and shooting a soccer ball. * The difference between man to man defense in soccer as opposed to a zone defense and how to execute them. * That communication on the volleyball court is essential for a successful game to take place. | **Essential Questions:**   * Explain the basic rules of volleyball and soccer. * Demonstrate how to appropriately execute the necessary skills taught in class for volleyball and soccer and why they are done that way. * In what scenario would I choose to run a zone defense over a man to man defense for soccer? * Have many hits is a team allowed before sending the volleyball to the other side of the net? * Why is communication most important during a game of volleyball. |
| ***Students will know***   * The regulations, rules, scoring, and positions for the game of volleyball and soccer. * The appropriate steps towards playing effective defense in both volleyball and soccer. * The difference between man to man defense in soccer as opposed to a zone defense and when they are utilized. | ***Students will be able to***   * Organize their own individual volleyball and soccer games through their understanding of the game. * Strategically choose and run plays for their team both on offense and defense in volleyball and soccer. * Watch volleyball and soccer on television and have an understanding of what is going on throughout the game. |
| Stage 2 – Assessment Evidence | |
| **Performance Tasks:**   * Through group practice time during class students will practice their volleyball and soccer skills throughout the classroom area (gym/outside) that is to be assessed through teacher observation and peer evaluation. * Students will participate strategically in organized volleyball and soccer games. * Students will show that they know and understand the material covered in the lesson for volleyball and soccer through a post-lesson verbal formative assessment. | **Other Evidence:**   * Verbal Formative Assessment * Mid-term Written Exam * Skills Assessment (Checklist) * 2-page or more Essay |
| Stage 3 – Learning Plan | |
| **Learning Activities:**   * Introduce the Essential Questions for the unit and offer the students a brief outline of what to expect throughout the unit including activities and final expectations. * Students will participate in a discussion panel that includes the teacher so that the students can share the rules of volleyball and soccer that they are aware of and the teacher can add necessary information/rules if needed. * The teacher will introduce the students to the new material they will learn regarding offensive and defensive strategies/plays. * Through guided practice, students will have opportunities to explore their own ways of utilizing the newly introduced strategies while explaining their thought process behind the task. * During guided practice and group practice, students will be split into teams and will be given time to practice their plays and previous learned skills with their teammates. * Students will participate in mildly-competitive games of volleyball and soccer strengthening their team building and cooperative learning skills by working together to achieve a common goal. * Students will write a two-page or more paper near the end of the unit on the history of any European professional soccer team which will strengthen the students’ understandings of soccer, history of the game, and their individual literacies. * On the last day of the unit students will participate in organized games while the teacher observes the students’ understandings in the psychomotor and cognitive domains while closing with an introduction to the next unit to be covered. | |